**Inclusion Framework Self Evaluation Template – for Sept 2020 pilot**

[**Aspect 1: The Environment, Culture and Ethos**](https://schools.local-offer.org/inclusion/inclusion-framework/aspect-1/)

* Use the examples of practice that are highlighted in the Inclusion Framework to evaluate your schools’ strengths and areas for development. You may also have other good practice examples at your setting which you also want to include.
* Consider where your school is for each dimension using the solution focused thinking scale. A scale of 1 – 4 has been suggested where:
1. Not Yet Developed: Identifying needs for development
2. Developing: Actively developing practice in this area
3. Established: Practice is being embedded into whole school practice
4. Enhanced: Clear cycle of review within whole school development cycle / Supporting other settings to develop practice
* Against each dimension, identify your schools next step(s) that would make the greatest improvement to its inclusive practice.

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| **Dimension** | Strengths – with examples of practice | Areas for Development |
| * 1. [Inclusive Vision, Aims and Values](https://schools.local-offer.org/inclusion/inclusion-framework/aspect-1/inclusive-vision-aims-and-values/)
 |  |  |
| Self-rating score with explanation  | Next Steps / Actions |
| 1 = Not Yet Developed 2 = Developing3 = Established4 = Enhanced |  |
| **Dimension** | Strengths – with examples of practice | Areas for Development |
| * 1. [A Welcoming Environment](https://schools.local-offer.org/inclusion/inclusion-framework/aspect-1/1-2-welcoming-environment/)
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| Self-rating score with explanation  | Next Steps / Actions |
| 1 = Not Yet Developed 2 = Developing3 = Established4 = Enhanced |  |

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| **Dimension** | Strengths – with examples of practice | Areas for Development |
| * 1. [A Reflective Learning Environment](https://schools.local-offer.org/inclusion/inclusion-framework/aspect-1/1-3-a-reflective-learning-environment/)
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| Self-rating score with explanation  | Next Steps / Actions |
| 1 = Not Yet Developed 2 = Developing3 = Established4 = Enhanced |  |
| **Dimension** | Strengths – with examples of practice | Areas for Development |
| * 1. [Communication](https://schools.local-offer.org/inclusion/inclusion-framework/aspect-1/1-4-communication/)
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| Self-rating score with explanation  | Next Steps / Actions |
| 1 = Not Yet Developed 2 = Developing3 = Established4 = Enhanced |  |

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| **Dimension** | Strengths – with examples of practice | Areas for Development |
| * 1. [Accessibility](https://schools.local-offer.org/inclusion/inclusion-framework/aspect-1/1-5-accessibility/)
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| Self-rating score with explanation  | Next Steps / Actions |
| 1 = Not Yet Developed 2 = Developing3 = Established4 = Enhanced |  |
| **Dimension** | Strengths – with examples of practice | Areas for Development |
| * 1. [Transitions](https://schools.local-offer.org/inclusion/inclusion-framework/aspect-1/1-6-transitions/)
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| Self-rating score with explanation  | Next Steps / Actions |
| 1 = Not Yet Developed 2 = Developing3 = Established4 = Enhanced |  |

**Inclusion Framework Self Evaluation Template – for Sept 2020 pilot**

[**Aspect 2: Leadership**](https://schools.local-offer.org/inclusion/inclusion-framework/aspect-2-leadership/)

* Use the examples of practice that are highlighted in the Inclusion Framework to evaluate your schools’ strengths and areas for development. You may also have other good practice examples at your setting which you also want to include.
* Consider where your school is for each dimension using the solution focused thinking scale. A scale of 1 – 4 has been suggested where:
1. Not Yet Developed: Identifying needs for development
2. Developing: Actively developing practice in this area
3. Established: Practice is being embedded into whole school practice
4. Enhanced: Clear cycle of review within whole school development cycle / Supporting other settings to develop practice
* Against each dimension, identify your schools next step(s) that would make the greatest improvement to its inclusive practice.

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| **Dimension** | Strengths – with examples of practice | Areas for Development |
| [2.1 School Improvement](https://schools.local-offer.org/inclusion/inclusion-framework/aspect-2-leadership/2-1-school-improvement/)  |  |  |
| Self-rating score with explanation  | Next Steps / Actions |
| 1 = Not Yet Developed 2 = Developing3 = Established4 = Enhanced |  |
| **Dimension** | Strengths – with examples of practice | Areas for Development |
| [2.2 Policies](https://schools.local-offer.org/inclusion/inclusion-framework/aspect-2-leadership/2-2-policies/) |  |  |
| Self-rating score with explanation  | Next Steps / Actions |
| 1 = Not Yet Developed 2 = Developing3 = Established4 = Enhanced |  |

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| **Dimension** | Strengths – with examples of practice | Areas for Development |
| [2.3 Management of Provision](https://schools.local-offer.org/inclusion/inclusion-framework/aspect-2-leadership/2-3-management-of-provision/) |  |  |
| Self-rating score with explanation  | Next Steps / Actions |
| 1 = Not Yet Developed 2 = Developing3 = Established4 = Enhanced |  |
| **Dimension** | Strengths – with examples of practice | Areas for Development |
| [2.4 Partnership working and collaboration](https://schools.local-offer.org/inclusion/inclusion-framework/aspect-2-leadership/2-4-partnership-working-collaboration/)  |  |  |
| Self-rating score with explanation  | Next Steps / Actions |
| 1 = Not Yet Developed 2 = Developing3 = Established4 = Enhanced |  |

**Inclusion Framework Self Evaluation Template – for Sept 2020 pilot**

**[Aspect 3: Personal Development, Wellbeing and Welfare of Children, Young People and Staff](https://schools.local-offer.org/inclusion/inclusion-framework/aspect-3-personal-development-well-being-and-welfare/)**

* Use the examples of practice that are highlighted in the Inclusion Framework to evaluate your schools’ strengths and areas for development. You may also have other good practice examples at your setting which you also want to include.
* Consider where your school is for each dimension using the solution focused thinking scale. A scale of 1 – 4 has been suggested where:
1. Not Yet Developed: Identifying needs for development
2. Developing: Actively developing practice in this area
3. Established: Practice is being embedded into whole school practice
4. Enhanced: Clear cycle of review within whole school development cycle / Supporting other settings to develop practice
* Against each dimension, identify your schools next step(s) that would make the greatest improvement to its inclusive practice.

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| **Dimension** | Strengths – with examples of practice | Areas for Development |
| 3[.1 Social and emotional well-being and self-awareness](https://schools.local-offer.org/inclusion/inclusion-framework/aspect-3-personal-development-well-being-and-welfare/3-1-social-and-emotional-wellbeing-and-self-awareness/) |  |  |
| Self-rating score with explanation  | Next Steps / Actions |
| 1 = Not Yet Developed 2 = Developing3 = Established4 = Enhanced |  |
| **Dimension** | Strengths – with examples of practice | Areas for Development |
| [3.2 Respecting each other](https://schools.local-offer.org/inclusion/inclusion-framework/aspect-3-personal-development-well-being-and-welfare/3-2-respecting-each-other/) |  |  |
| Self-rating score with explanation  | Next Steps / Actions |
| 1 = Not Yet Developed 2 = Developing3 = Established4 = Enhanced |  |

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| **Dimension** | Strengths – with examples of practice | Areas for Development |
| 3.3 [A Safe Place to Be](https://schools.local-offer.org/inclusion/inclusion-framework/aspect-3-personal-development-well-being-and-welfare/3-3-a-safe-place-to-be/) |  |  |
| Self-rating score with explanation  | Next Steps / Actions |
| 1 = Not Yet Developed 2 = Developing3 = Established4 = Enhanced |  |
| **Dimension** | Strengths – with examples of practice | Areas for Development |
| [3.4 Behaviour policy and procedures](https://schools.local-offer.org/inclusion/inclusion-framework/aspect-3-personal-development-well-being-and-welfare/3-4-behaviour-policy-and-procedures/) |  |  |
| Self-rating score with explanation  | Next Steps / Actions |
| 1 = Not Yet Developed 2 = Developing3 = Established4 = Enhanced |  |

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| **Dimension** | Strengths – with examples of practice | Areas for Development |
| [3.5 Attendance](https://schools.local-offer.org/inclusion/inclusion-framework/aspect-3-personal-development-well-being-and-welfare/3-5-attendance/) |  |  |
| Self-rating score with explanation  | Next Steps / Actions |
| 1 = Not Yet Developed 2 = Developing3 = Established4 = Enhanced |  |
| **Dimension** | Strengths – with examples of practice | Areas for Development |
| [3.6 Promoting well-being through safeguarding practice](https://schools.local-offer.org/inclusion/inclusion-framework/aspect-3-personal-development-well-being-and-welfare/3-6-promoting-the-wellbeing-through-safeguarding-practice/) |  |  |
| Self-rating score with explanation  | Next Steps / Actions |
| 1 = Not Yet Developed 2 = Developing3 = Established4 = Enhanced |  |

**Inclusion Framework Self Evaluation Template – for Sept 2020 pilot**

**[Aspect 4: Quality of Education](https://schools.local-offer.org/inclusion/inclusion-framework/aspect-4-quality-of-education/)**

* Use the examples of practice that are highlighted in the Inclusion Framework to evaluate your schools’ strengths and areas for development. You may also have other good practice examples at your setting which you also want to include.
* Consider where your school is for each dimension using the solution focused thinking scale. A scale of 1 – 4 has been suggested where:
1. Not Yet Developed: Identifying needs for development
2. Developing: Actively developing practice in this area
3. Established: Practice is being embedded into whole school practice
4. Enhanced: Clear cycle of review within whole school development cycle / Supporting other settings to develop practice
* Against each dimension, identify your schools next step(s) that would make the greatest improvement to its inclusive practice.

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| **Dimension** | Strengths – with examples of practice | Areas for Development |
| [4.1 Curriculum design](https://schools.local-offer.org/inclusion/inclusion-framework/aspect-4-quality-of-education/4-1-curriculum-design/) |  |  |
| Self-rating score with explanation  | Next Steps / Actions |
| 1 = Not Yet Developed 2 = Developing3 = Established4 = Enhanced |  |
| **Dimension** | Strengths – with examples of practice | Areas for Development |
| [4.2 Quality First Teaching](https://schools.local-offer.org/inclusion/inclusion-framework/aspect-4-quality-of-education/4-2-quality-first-teaching/) |  |  |
| Self-rating score with explanation  | Next Steps / Actions |
| 1 = Not Yet Developed 2 = Developing3 = Established4 = Enhanced |  |

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| **Dimension** | Strengths – with examples of practice | Areas for Development |
| [4.3 Improving provision and outcomes](https://schools.local-offer.org/inclusion/inclusion-framework/aspect-4-quality-of-education/4-3-improving-provision-and-outcomes-for-all/)  |  |  |
| Self-rating score with explanation  | Next Steps / Actions |
| 1 = Not Yet Developed 2 = Developing3 = Established4 = Enhanced |  |
| **Dimension** | Strengths – with examples of practice | Areas for Development |
| [4.4. Meeting the needs of individual children and young people](https://schools.local-offer.org/inclusion/inclusion-framework/aspect-4-quality-of-education/4-4-meeting-needs-of-individuals/) |  |  |
| Self-rating score with explanation  | Next Steps / Actions |
| 1 = Not Yet Developed 2 = Developing3 = Established4 = Enhanced |  |

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| **Dimension** | Strengths – with examples of practice | Areas for Development |
| [4.5 Parental Engagement](https://schools.local-offer.org/inclusion/inclusion-framework/aspect-4-quality-of-education/4-5-parental-engagement/) |  |  |
| Self-rating score with explanation  | Next Steps / Actions |
| 1 = Not Yet Developed 2 = Developing3 = Established4 = Enhanced |  |
| **Dimension** | Strengths – with examples of practice | Areas for Development |
| [4.6 Extra curricula activities](https://schools.local-offer.org/inclusion/inclusion-framework/aspect-4-quality-of-education/4-6-extra-curricular-activities/) |  |  |
| Self-rating score with explanation  | Next Steps / Actions |
| 1 = Not Yet Developed 2 = Developing3 = Established4 = Enhanced |  |